Peer Supported Development Form

This form is for discussions and feedback during peer-supported development. It should be shared between reviewer and reviewee only. You can report your completion using the link at the end of this document.

| Detail | Please fill in |
| --- | --- |
| Reviewee name |  |
| Reviewer name |   |
| Subject, programme, level |  |
| Type of activity |  |
| Venue |  |
| Date and time agreed |  |

# Part 1-Context and Focus

To be completed by the Reviewee in advance of the activity

|  |
| --- |
| Please fill in each blank space. |
| **Context to what is being observed/discussed**e.g. Where the session/resource sits within the broader programme and module; the nature of the topic; type of delivery/resource; how new this topic is; how theoretical/ practical is it?; why was this chosen? |
|  |
| **sWhat would you like the reviewer to particularly focus on?**e.g., student interaction; questioning techniques used; integration of technology; an innovative approach; your presentation style; resources; specific activities; impact of the physical space/ environment |
|  |
| **Brief outline of the activity** |
|  |

Once Part 1 is complete, share this form with your Reviewer before the peer-supported activity or review.

# Part 2: Activity Observation

To be completed by the Reviewer during the peer-supported activity.

This could be an observation of a teaching session or something equivalent, such as familiarising yourself with resources etc.

Please use notes, bullet points and questions. This section is for structuring your discussion after the activity. Not all points may be relevant for all types of activities observed and are to be used as prompts.

Please delete the first or second column and individual headings as required.

| **Observation of teaching**  | **Observation of other activity** |
| --- | --- |
| Planning and structure | Structure and rationale |
| Communication, clarity, and use of environment | Clarity of message/communication |
| Assessment, questioning, interaction, and rapport  | Alignment to learning outcomes |
| Level, relevance and amount of content | Support provided for independent study/work |
| Further comments in relation to the focal points defined by reviewer | Opportunities for students’ engagement |
| What in the session has made you reflect upon or consider applying to your own practice? | What in this activity has made you reflect upon or consider applying to your own practice? |

Once Part 2 is complete, share this form with the reviewee before your discussion.

Part 3: Personal Reflection and Review

To be completed by the Reviewee after the discussion

After the discussion with your peer, please use these prompts to take note of ideas that may inform your ongoing CPD needs/strategy or as a prompt for a contribution to a channel of dissemination at faculty (e.g. team meeting) or university level (e.g. publications or conferences).

| A. What worked/works well? What might you be able to share as good practice?  |
| --- |
|  |
| B. What didn’t/doesn’t work so well? Why might that be?  |
|  |
| C. What happens next? What can you change? What development might you need?  |
|  |

The review is now complete: please record your completion and any good practice (optional) on your Faculty’s Completion form on the [Peer-Supported Development webpage](https://www.gre.ac.uk/learning-teaching/psd), where you can also find your Faculty’s current PSD leads. If you have any questions, you can contact the ALE Peer-Supported Development Lead, Emma Kennedy, at e.kennedy@greenwich.ac.uk .